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ABSTRACT

A center for teachers of the mentally retarded provided five demonstration classes and a curriculum resource library. Inservice and teacher education activities and videotapes were developed, as were curriculum guidelines and materials. Projected activities called for establishing an audiotape resource library and expanding the programs for curriculum development and inservice teacher education. Appendixes present the teacher evaluation, letters, pupil achievement study, parent evaluation, and other items. (JD)

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BUFFALO PUBLIC SCHOOLS
BUFFALO, NEW YORK
Division of Curriculum Evaluation and Development

DEMONSTRATION CENTER FOR
TEACHERS OF MENTALLY HANDICAPPED

#66 - 1407

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BUFFALO PUBLIC SCHOOLS
BUFFALO, NEW YORK

Division of Curriculum Evaluation and Development

APPLICATION FOR CONTINUATION OF DEMONSTRATION CENTER FOR TEACHERS OF THE MENTALLY RETARDED

FOR THE PERIOD

SEPTEMBER 1, 1968 - MAY 31, 1969

Submitted for Funding under
The Elementary and Secondary Education Act of 1965,
As Amended, through
The Department of Health, Education and Welfare
U.S. Office of Education

June 1, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PART II - Narrative Report

Application for Continuation Grant

Demonstration Center for Teachers of the Mentally Retarded

Elementary and Secondary Education Act of 1965, Title III, P.L. 89-10

Name and Address of Agency: Buffalo Public Schools
712 City Hall
Buffalo, New York 14202

Project Number: 66-1407

Grant Number: OEG 1-6-661407-1067

State: New York

Budget Period: September 1, 1968 - May 31, 1969

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1. The Buffalo Public Schools have been involved in the care and education of mentally retarded children for over 55 years, and have contributed substantially to progress in the field. The Demonstration Center for the Mentally Retarded -- or the "Center," as it has come to be known---is now in its second year of operation. It is housed in an elementary school where 600 normal elementary pupils are educated. The Center itself consists of 119 pupils in five demonstration classes: a trainable class with 12 children; a primary educable class with 15 children; an intermediate educable class with 15 children; a junior high educable class with 17 children; and a fifth group, the senior high educable with 60 children being serviced in a nearby high school.

   Chosen on the basis of their previous successes in teaching the mentally retarded children, five full-time classroom teachers took charge of the demonstration classes. A full time Curriculum Resource Specialist was added. His functions include organizing, utilizing, and applying activities related to a Resource Library, and guiding teachers in their investigation and evaluation of various methods and materials. Additional personnel include a psychologist; a school-social worker; a secretary; 3 full-time substitute teachers to release others for participation at the Center; and five part-time teachers of speech, music, home-making, art, and physical education.

In addition to the five demonstration rooms at the Center, other special rooms of interest are the Curriculum Resource Library; the observation station equipped with a one-way mirror and sound system for in-depth observations; a speech therapy room furnished with an audio-trainer plus the latest in visual and mechanical aids for speech improvement; and a video-T.V. studio equipped for video taping, playback, room observations, and relaying information of particular worth and interest through a closed circuit television system.

In this setting the Buffalo Demonstration Center for the Mentally Retarded has operated for two years. There has been continuing evaluation and review of all aspects of the program throughout this period. This evaluation has taken numerous forms (see Appendix A for sample forms used in various surveys and evaluations, together with a general indication of results accruing): written surveys, questionnaires, essay appraisals, teacher conferences, staff meetings, parent interviews, etc. Many evidences exist to indicate that the following objectives are being realized to a degree exceeding original expectations:

a) To help teachers translate educational theory into workable practices.

b) To provide demonstration lessons in all areas of the curriculum for both trainable and educable mentally retarded.

c) To introduce and demonstrate the educational application of all new materials, equipment, and techniques.

d) To provide an educational atmosphere conducive to experimentation and the free exchange of ideas.

e) To provide the means and setting where curriculum ideas, courses of study, and individualized units are developed and articulation between instructional levels improved.

f) To provide a setting where multi-exposure to "extra" curricular subjects and experiences given to the children are observed and evaluated.

g) To assit in solving individual teaching problems.

As of today's date, 488 visitors have observed or participated at the Center <u>this year.</u> Of this number 92 were students and staff from the State University College at Buffalo, 14 students from D'Youville College, 8 students from the New York University of Buffalo, 17 Central Office Administrators from the Buffalo Public Schools, 65 teachers and administrators from outside of the City

of Buffalo proper, 63 teachers from Buffalo who spent from two to four days as active participants at the Center. In addition, 112 teachers attended specialized in-service meetings, and 14 student teachers were assisted in their training for nine week periods. During the initial operational year 1966-67 some 238 teachers, student undergraduates, and professional visitors and observers visited the Center making for a grand total of 726 clientele serviced during the two year period the project has been funded. These people have all received orientation to familiarize them with the objectives and activities of the Center.

In the cases of observing teachers, the orientation has been followed up with an extended period of observation and participation in the actual demonstration classrooms. Generally a four-day stay has provided these teachers the opportunity to observe a number of classes, with the emphasis placed on their own particular level. They have had access to the Curriculum Resource Room with its library of current film strips, phonograph records, films, and curriculum guides, plus an extensive selection of pertinent texts, workbooks and guides from all parts of the country. The teachers have also had access to sample materials, teaching ideas, seasonal and instructional bulletin boards, and other Center developed materials. In addition, they had the opportunity for conferences with the staff personnel, and any, so desiring, were given instruction in the use and application of all audio-visual equipment as well.

One of the ways in which we have been able to ascertain the effectiveness of our services to these teachers by means of a subjective evaluation form. This form allowed the individual teacher to identify the weaknesses and strengths of the program as he observed them, and to indicate the value and benefits of the program to him (See Appendix A). The great majority of the teachers participating in the program were enthusiastic in their responses and appreciative of the program. Substantiating letters from other visitors to the Center are also included in the Appendix.

2. We have been encouraged this year as most of the Center's activities have been extremely successfully and have exceeded our professional expectations. These include:

   a) We have been able to extend the services of the Center to other school districts in Western New York. A total of fifty-nine teachers and administrators from the eight county area observed and were orientated to the activities being carried on at the Center.

   b) We were able to expand our inservice activities in both reading instruction and speech improvement for area teachers. One hundred and twenty-two teachers attended such meeting. Examples of the type referred to would include (1) Teacher use of individual reading testing inventories, (2) classroom use of the "Peabody Language Development Kits" for language development and general speech improvement and (3) discussion, application and use of the "Phono-visual" approach to reading instruction. Most of the in-service topics were supported by the use of actual children demonstrations on video tape recordings.

c) We have expanded our student teacher (cadet) program to now service the three local colleges and university. Approximately ninety-two undergraduates observed the Center's activities and special seminars were set-up by the staff. In addition, the forementioned 14 student teaching nine week situations were provided by the Center staff.

d) Curriculum development was given additional emphasis this operational year with the specific development of a "Basic Concepts in Social Studies for the Elementary Mentally Retarded." This is presently at the printers but copies should reach your office before July 1, 1968. This course of study emphasizes the content to be acquired by elementary mentally retarded children. Guidelines and suggested activities for classroom implementation are also given. Two other curriculum groups have been meeting during the current year and plan on formalizing their work this summer. The groups are developing guides in (1) art education instruction - methods, materials, and suggested projects for use with mentally retarded pupils and (2) the development of an activity guide in the teaching of functional reading with advanced age mentally retarded pupils. Emphasis will be on general guidelines, practices and approaches.

e) Our investigation and actual teacher use of the "Montessori" program with our primary trainables indicates that these specialized teaching materials can be used effectively in all areas of their curriculum. Teacher evaluation of our beginning efforts in this educational approach supports our original beliefs that (1) trainable children can learn through independent activities with a minimum of teacher direction, and (2) trainable children do have a capacity for self-discovery and self-correction.

f) We have been able to develop a series of eight in-service video-tapes in the following area:

1. Programmed materials
2. Visual Perception Training (Disturbed Children)
3. Visual Perception Technique (Trainable Alaphabet)
4. Phonovisual Reading Methods
5. Mathematics (Money Unit - Audio Visual materials)
6. Speech Inventory Testing (I.Q. P.A.)
7. Unit Projection (Indians)
8. Individual Reading Test Inventory (Reading)

We have been able to use our closed circuit T.V. system to motivate and support teaching units. Also, supervision of teaching was highlighted and meaningful conferences provided as teachers were able to see their own strengths and needs.

g) The helping hand of the Center has been extended this year so that helping teachers from the Center were able to follow up by visitation and conferences the new teachers who had spent four days at the Center. Where necessary, the helping teachers spent a week with the participating teacher in his own classroom. The holding power of new or first year teachers was greatly improved as a result of this process. An investigation of texts, workbooks, and other supplementary teaching materials has been carried on this year and the Demonstration Center staff has evaluated same for use with mentally retarded pupils. The evaluation has been made available for all teachers to guide their ordering of materials.

3. It may be well here to point out that prior to the establishment of the Demonstration Center, the only training centers for Exceptional Education teachers in Buffalo were at D'Youville College and the State University College at Buffalo on an undergraduate level. Perhaps the greatest change resulting from the project is the extension and expansion of educational opportunity and experience for teachers of the mentally retarded. The Demonstration Center has furnished an in-service program administered by the personnel of the Buffalo Public School System. By furnishing services, training, and counseling to the 130 teachers of Buffalo's Mentally Retarded, the Center has ultimately benefited over twenty-two hundred retarded pupils in Buffalo.

4. Local agencies which have been involved with the Demonstration Center, for the most part, have been other schools of the area. D'Youville College and the State University College at Buffalo have both assigned student teachers to the Demonstration Center for practicum experiences. In addition, special seminars and observation periods were organized for others in their undergraduate programs. We have also had numerous visitors from parochial and other Erie County school systems. The most important results of this inter-system and inter-school cooperation have been:

   a) The ability to exchange resource personnel.

   b) To develop in-service programs of interest to both.

   c) The free exchange of ideas and materials use.

5. Project information has been disseminated through a variety of means and at a minimal of cost except for staff time. Methods of dissemination have included letters, invitations, in-service meetings, telephone, personal visits, speechs, newsletters, newspaper and T.V. news releases.

   All curriculum materials after receipt from the printers will be mailed to all school districts in the eight county district. Approximately fifty teaching improvement handouts have been developed or reproduced for distribution to all observing teachers. Well over 2000 letters requesting information and the collection of resource materials have been sent by the Center staff and these materials are on file and ready for teacher use in planning units, motivating individual lessons and the like.

Our Center was featured as a special article in the Fall edition of the Western New York School-Study Council Magazine. A copy is attached for your information. This, plus an invitation was sent to every principal, supervising principal, and district superintendent in the eight county district of Western New York.

6. At present, planning is being initiated for the continuation of this project after the three years of operation and of federal funding. Presently we are in our second year of operational funding. Local implementation of the funding of the Center is now in the planning stages. This project will be picked up locally on May 1, 1969.

7. Budget Cost - for Narrative Period

$_____ Total Cost

$_____ Total Non Federal Support

$_____ Total Federal Support under Title III, P.L. 89-10

$_____ Total Federal Support other than Title III, P.L. 89-10

PART III - Projected Activities

Application for Continuation Grant

Elementary and Secondary Education Act of 1965, Title III, P.L. 89-10

Name and Address of Agency: Buffalo Public Schools
712 City Hall
Buffalo, New York 14202

Project Number: 66-1407

Grant Number: OEG-1-6-661407-1067

State: New York

Budget Period: September 1, 1968 to May 1, 1969

Most of the projected activities will be a continuation of the objectives of the original proposal and those developed in Part II - Narrative Report herewith attached. In addition, emphasis will be given to the following:

a) Expand the curriculum development activities of the Center. There is a definite need for curriculum development in the area of education for the mentally retarded in nearly all aspects of their curriculum. This is especially true of the large majority of the children who live and attend school in the inner-core area of the large city school districts. The special needs of these children require a definite and specific curriculum based both in the developmental and the functional life adjustment areas. Curriculum development for these children of special needs must of necessity emphasize the following areas:

1. Self-Realization - hopefully, the child will learn and apply essential attitudes and values which will enable him to understand and adjust to his strenghts and weaknesses, thus fostering a feeling of security and self-reliance, enabling him to fulfill himself as a human being.
2. Social Awareness- concern in this area is chiefly with focusing a proper perceptive necessary to everyday living through developing necessary social acceptability within his immediate group and later within his expanding circle of experience in the community.
3. Human Relationships - This life adjustment area aims at aiding students in the attainment of values necessary to develop a working relationship in dealing with people and to become a contributing member of our society.
4. Economic Efficiency - in this area, emphasis is placed upon the value of money and job opportunities in an attempt to insure economic structure.

With our Center in operation and the availability of a large number of resource personnel and teaching resources we are in an excellent position to structure curriculum activities in the specific areas mentioned. With the use of the control groups at the Center we will be able to improve the articulation between the various instructional age groups and to pin point the curriculum development emphasis needed. In this way, a large curriculum area that crosses all age grouping can be worked on by all five instructional groups. Such units for example, might be Communication, Transportation, or Why People Work.

We have also had success in developing units of instruction where a core of experience is correlated in all the areas of the curriculum. In this way suggested activities are developed and used by all members of the staff in reading, speech, art, physical education, homemaking, and the like. This cooperative development and reenforcement is so necessary to positive curriculum development. We would like to pursue these approaches and methods in the forthcoming year.

b) We have had excellent opportunity this second operational year in evaluating and investigating audio-tapes for individualized and small group instruction in our demonstration classroom with the use of listening stations. The individual success of this teaching method has stimulated us to plan an audio-tape resource library of sample pre-recorded lessons in all areas of the special curriculum for next year. The staff of the Center believe that this method would be of great assistance in providing teachers with examples of excellent seat/study work activities, provide meaningful small group instruction, and motivate learning for individual children in a specialized area of need. We have found the children extremely anxious to use this vehicle. Nearly all were able to operate and profit from this use with a minimum of teacher direction. We plan on cataloguing the various tapes according to age level, subject, and/or specialized need. They will be housed in a special section of our existing curriculum resource room where all observing and participating teachers can make full use of them. Instruction in their development will also be provided so that the visiting teachers will be able to make tapes for use in their own classrooms after leaving the Center.

c) Expand our present in-service programs for area teachers of the mentally retarded. We would like to emphasize action research application in all our classrooms. With the excellent facilities of the Demonstration Center available, as well as resource personnel, a program of intensive training could be organized in nearly all areas. Teachers seem most interested in curriculum guidelines, and practices in reading, arithmetic and occupational education. Many of the activities of Center relative to these areas can be video-taped with actual children for illustrative purposes at the in-service meetings. Specific methods can be discussed and supportive teaching materials made available for demonstration. Possible in-service topics might be:

1. Construction of Teacher Made Instructional Materials.
2. Administration of Standardized Tests

3. Development of a Data Folder for Children (an aid to articulation)
4. Improvement of Grouping Procedures
5. The Use of Unit Teaching Methods with Retarded Children
6. Functional Reading Methods and Materials

Given that one of the fundamental objectives sought in the proposed Demonstration Center is an increase in teaching skills of newly appointed and non-tenured teachers, evaluations, perforce, become "product evaluations." To determine the extent to which the purposes of the Demonstration Center have been achieved in this area, two categories of evidence will be sought. The first will involve reports by the observing teachers as to the degree of success perceived by them in their experiences in a given case. Using structured questionnaires and interview techniques, efforts will be made to solicit and record participant appraisal. This material will be used not only as part of the official evaluation procedure, but as "feedback," as well, in continuous modification of the Demonstration Center arrangements. The second category of evaluative evidence will involve reports by personnel having direct supervisory contact with the participating teachers in the educational settings from which they come.

The effectiveness of the curriculum laboratory opportunities can be evaluated by supervisory personnel through observation techniques. The educational curriculum research person assigned to the Demonstration Center will make follow-up evaluations and hold conferences with the observing teachers after they have returned to their home buildings. He will be concerned primarily with the effectiveness of the translation of the educational research projects carried on at the Center in the teacher's own classroom. He will also check on the quality of the communication between teachers and the Demonstration Staff.

The Demonstration Center and its operation will be evaluated by the staff. Their evaluations and suggestions are to be discussed with the Demonstration Center personnel and implemented. Three consultant evaluations and conferences are to be made in each calendar year.

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-sample

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APPENDIX A

TEACHER EVALUATIONS

APPENDIX A

Visiting Teacher Subjective Evaluations:

Each person was asked to write an essay form evaluation on a simple sheet (see accompanying form). This form was designed to encourage the evaluator to informally state his positive and negative views. All information is treated objectively in final evaluation at the end of the school year. Through this method we see weaknesses and strengths that otherwise may receive delayed attention. The multi-observations are vital in helping to plan the future operations at the "Center". The evaluations may be signed by the writer or may be left unsigned.

Below are some random comments made by the experienced and inexperienced teachers visiting the Demonstration Center during the 1967-68 school year:

1. "The program has made me more aware of facilities and materials available for children with special learning problems."

2. "I was particularly impressed with the degree of learning that is taking place, and the way in which ideas in learning are being capitalized upon."

3. "I learned how to use wisely the time in a school day."

4. "I learned that understanding and work is better for discipline than shouting or sending students to the office for correction."

5. "There is evidence of a 'normal person image' in the youngsters; a 'free-easy' relaxed relationship among the young people and the teacher."

6. "Overall, (being at the Center) cleared up many uncertainties that have prevailed in my class."

7. "The use of materials in the resource room, especially the collection of readers, workbooks and certain curriculum guides, were most beneficial to me during my observation period. I also observed certain procedures in determining what my classroom lacks."

8. "I have been exposed to a large number of math and science books to which I would not otherwise been exposed. I found the frequent use of audio-visual equipment quite interesting.

9. "The demonstration program is amazing."

10. "The program was most beneficial in showing the possible uses of ordinary things to make subject matter more interesting. The Resource Room was a joy to behold because of the wide range of materials available for preparations and ideas."

11. "It was good to observe an excellent teacher at work; who correlated all the machines and materials to the best advantage of the children."

School No. 28

Program ending_____

In what ways has the demonstration program been beneficial to you? Is there any area that needs greater emphasis?

(This form is left completely informal so that visiting teachers will share their positive and negative views.

The evaluations are categorized at the end of the school term to assist in planning for the coming year and get a view of the strong and weak areas of the present year.)

Speech Clinic Evaluation 1967-68

This year the speech clinic has had a fruitful year. Demonstrations were given to all visitors including speech therapists from Kenmore and Williamsville. Observations by student speech therapists also took place. In addition, some of the faculty from the speech clinic of the State University College at Buffalo visited with us. These faculty members seemed most impressed.

At these demonstrations, the visitors had the opportunity to see the Peabody Kits (Level 1 & 2) in use, groups of trainable children reacting to speech therapy, the Phonovisual Method being taught to primary and intermediate levels successfully and a language lesson (videotape) using remediation techniques for the I.T.P.A.

Speech Therapy with trainable children was geared to concepts (house, food, animals and shapes and colors). In the group lessons all concepts were taught through the use of the Peabody Kit #1, Ferwill Object Kit and Visual Motor Perceptual Materials. Books and recordings were also used. In the individual sessions, these language concepts were further reinforced through such aids as the audio-trainer, language master, lotto games, Frostig Materials, Kindergraph Kit, records and objects.

In the primary class, the second half of the Peabody Kit Level #1 was continued with emphasis on spontaneous conversation and sequencing (visually, auditorally and verbally). The Phonovisual Method was also reviewed through the help of the therapist.

In the individual sessions some of the children received work on auditory decoding, motor encoding, visual perception and spontaneous conversation. Many of these abilities did improve in children such as Andrew King through all the above named materials and the Slingerland Materials.

The intermediate class had the Peabody Kit Level #2 introduced and they seem to really enjoy doing classifications and categories but the most successful highlight was both the children's and teacher reaction to the Phonovisual Method. The children responded and learned quickly and many observers were "amazed" to see our children so quickly identifying initial, medial and final consonants. Sounds became fun!

Individually children like Andrew Casey blossomed using this method. Others were now discriminating, scanning, identifying and stabilizing sounds more successfully.

Individually boys like Fidel and Hector Senquis were able to start classifying, discussing and sequencing stories from charts(Slingerland) Michael Cavanaugh and Andrew Hill's stuttering is diminishing. They have gained confidence in their speech abilities.

Success in Speech Therapy is hard to measure. Remarks like "Oh great! It's time for speech" or "Gee, sound games are fun," make me feel as if it's been a most successful year.

Sandra Landy
Speech Therapist

Evaluation of Remedial Reading Clinic 1967-68

Highlights in Clinic:

1. Development of visual-perceptual exercises
2. Effective use of video-tapes for teaching and in-service work

Highlights in Children's Growth:

1. Several trainable children made tremendous progress. From absolute non-readers to good functional readers, capable of reading and comprehending material on a high primary level.
2. All the educable children at the Center have acquired at least a basic functional vocabulary consisting of foods, parts of the body, functional and protective sign vocabulary.
3. Quite unmeasurable, is the development of positive attitudes towards reading. Many of the children were defeated, discouraged and even outwardly hostile to reading due to past and repeated failures and frustrations. At this point it is possible to observe the assurance and confidence that they have - they are sure they will not be asked to perform a task which is beyond their capabilities. This is further emphasized by their eagerness for additional time in the reading room.
4. Achievement tests given in the individual classrooms indicate that most of the children made substantial gains in reading. I am presently completing my own tests but initial results are supportive of the general tests administered.

Patricia Dailey
Reading Specialist
M.R. Demonstration Center -#28

APPENDIX B

LETTERS

DEPARTMENT OF EDUCATION
DIOCESE OF BUFFALO
100 SOUTH ELMWOOD AVENUE • BUFFALO, NEW YORK 14202
853-3775

VERY REV. MSGR. LEO E. HAMMERL
Superintendent of Schools

June 6, 1968

Dr. Jonah Margulis
Director of Special Projects
Board of Education
701 City Hall
Buffalo, New York 14202

Dear Doctor Margulis:

I heartily endorse the application for continued funding under Title III of the Elementary and Secondary Education Act, of the demonstration school for teachers of the mentally retarded at Public School No. 26.

This program is a boon to the public and private school educators who have chosen to give of themselves in this area of great need.

Sincerely yours,

Leo Hammerl

Vy. Rev. Msgr. Leo E. Hammerl
Superintendent of Schools

LEH/so

November 30, 1967

Mr. John E. Paupst
Supervisor of Mentally Retarded
Board of Education
City Hall
Buffalo, New York 14202

Dear Jack:

My sincerest thanks to you, Miss Gentile, Mr. York and the faculty at the Demonstration Center for a very well organized and worthwhile observation experience on November 14, 1967.

As you know, the group that visited the Center was made up of college juniors presently enrolled in a curriculum practices for the mentally retarded course. As many of these people have had no previous experience with retarded children in an educational setting, we thought it most appropriate, at this time, to attempt to concretize some of the curriculum concepts we have dealt with during the semester.

Please know that the students were extremely excited by what they saw, heard and felt during their visit. During a late afternoon follow-up session, on the same day, many things were described that had direct impact on their knowledge, understanding and attitudes. Many thought that observation a range of class levels, and their corresponding variety of teaching techniques and methods, was quite valuable. Others were quite impressed by the lessons and activities which were presented by the reading specialist, and by the video tape, which dealt with the diagnosing of reading achievement. Of course, many comments were also made about the wealth of audio-visual equipment and teaching aids and resources that are available to teachers at the Center.

Probably the largest portion of our session was spent discussing the physical, social, emotional make-up of the children at the Center and their behavior during the various activities that were observed. Along with this, careful observations were made of the physical make up of each room; i.e., the arrangement of furniture, the room decor, the types of materials used, the teacher's mode of operation, and the kinds of involvement of children at various age and ability levels.

Jack, there are many other things I would like to add; however, let me simply express my appreciation to you for your energy in making this experience a successful one.

I am enclosing a partial list of "unexpurgated" comments made by students during the aforementioned discussion and a course outline for your review.

Sincerely,

Carmen Iannaccone
Assistant Professor
Mental Retardation

CI/p
Encl.

June 3, 1968

Mr. John Paubst, Project Administrator
Demonstration Center for Mental Retardation
Public School 28
1515 South Park Avenue
Buffalo, New York 14220

Dear Mr. Paubst:

Now that another school year has gone by, it seems appropriate to send you this note of appreciation for enabling the students in our Practicum situations and others, to share in the excellent programs provided at your center.

Our records show that in the course of the past two years some 92 of our students were shown hospitality during visitations. In addition, and perhaps of more significance, 14 of our student teachers and participants were placed in your center for their practicum experience. The appraisals given by these students and by the college supervisors who attended them speak uniformly of the high quality of the experience provided there.

Again, permit me to thank you for your cooperation and to express the hope that the center will continue to serve as a source of demonstration of what's best in Mental Retardation Programming.

Cordially,

Murray Bloustein

Murray Bloustein
Coordinator of Student Teaching

dg

D'YOUVILLE COLLEGE
BUFFALO, NEW YORK 14201

May 29, 1968

Mr. John E. Paupst, Jr.
Project Director
M R Demonstration Center
School #28
1515 S. Park Avenue
Buffalo, New York

Dear Mr. Paupst:

On behalf of the Special Education majors of D'Youville College, I wish to extend our deepest appreciation to you and your staff at the M R Demonstration Center. Our program has been greatly enhanced through your cooperation and effort.

The student teachers and participants who were fortunate to be assigned to the Center have reported enthusiastically on the educational facilities and have demonstrated through their reports in class their growth as young people who will hopefully enter the special education field on graduation. We only wish your facilities were larger so that all our students would have an opportunity to participate as fully as they.

Please express my appreciation to Mr. York for so ably conducting our student groups through the center. He also made an excellent presentation here at D'Youville to the SEANYS regional meeting.

I shall be in touch with you in the fall to arrange for further tours of the Center for my Sophomore group. I have 101 students enrolled in the course, so we will have to make several trips. However, with your Closed Circuit TV, this would not be the problem it might be!

Thank you again, I will call you in September.

Very truly yours,

Eileen L. Corcoran

Eileen L. Corcoran
Coordinator of Special Education

ELC:ec

KENMORE-TOWN OF TONAWANDA PUBLIC SCHOOLS
EDUCATIONAL ADMINISTRATION
1500 COLVIN BOULEVARD
KENMORE, NEW YORK 14223

March 6, 1968

Mr. Thurnace York
School #28
Buffalo Public Schools
1515 South Park Avenue
Buffalo, New York 14120

Dear Mr. York:

At a meeting of our speech therapists yesterday we reviewed the observation that the staff had made in your building last week. The staff spoke very highly of the quality of the program that was going on in your building and felt that they picked up some excellent ideas for working with mentally retarded children in the speech correction field.

I regret that I was not able to join them but I was engaged in a supervisory visit from the State Education Department at the same time.

Please express my appreciation to your staff for their hospitality and cooperation.

Sincerely,

Elsie J. Jepson

Elsie J. Jepson, Coordinator
Pupil Personnel Services.

EJJ:EWS

November 10, 1967

Dr. Alice C. Brown
Director of Educ. for the Mentally Retarded
Pupil Personnel
Board of Education
Rm. 816 City Hall
Buffalo, New York

Dear Dr. Brown:

My students and I want to thank you for the opportunity you provided for them to observe classes for the mentally retarded at both School #24 and School #28. We would also like to thank Miss Grabenstatter and Mr. York for the help and consideration they showed to Miss Cooney and to Mr. Dorney. These observations provided a valuable addition to their learning experience.

Sincerely,

(Mrs.) Nancy S. Dodd
Instructor, School of Social Welfare

NSD:MW

cc: Mr. York
cc: Miss Grabenstatter

(Mrs.) Nancy S. Dodd
CATHOLIC CHARITIES OF BUFFALO, N. Y.
525 WASHINGTON STREET
BUFFALO, N.Y. 14203

MEDICINE
DENTISTRY
NURSING
HEALTH
RELATED
SERVICES

October 18, 1967

Mr. John Paupst
Supervisor of H.E.
Board of Education
City Hall
Buffalo, New York 14202

Dear Mr. Paupst:

Permit me this note to thank you for the kindness shown during the recent visitations to your school by students in our division.

The general comments I've heard all point to the fact that the visitations were enjoyable and professionally profitable.

Again many thanks.

Sincerely,

H Hamm for WB

Horace Hamm
Director

ajc

THE CONTINENTAL PRESS, INC. *Educational Publishers*

ELIZABETHTOWN, PENNSYLVANIA 17022

May 10, 1967

Mr. Thurnace York
Curriculum Resource Specialist
School 28
1515 South Park
Buffalo, New York

Dear Mr. York:

Following your good directions I was able to slip out of Buffalo right into Cleveland. Unfortunately I hit Cleveland right at the five o'clock rush. You know what that means.

In accordance with our conversation, I am sending you five copies of THE CREATIVE-WORK BOOK. I believe it would be helpful to teachers who visit your library if you would have several children complete copies of the book. In this way, teachers can see the possibilities of the book.

You are to be congratulated on the very systematic approach that your school has. I have not seen anything exactly like it in my travels before.

Mr. York, I appreciate the kindness shown to me during my visit. I shall welcome the opportunity to serve you at any time.

Sincerely yours,

William B. Hornback

William B. Hornback

WBH:dll

BRANCH OFFICES: ELGIN, ILLINOIS 60120; ATLANTA, GEORGIA 30303; DALLAS, TEXAS 75207; PASADENA, CALIFORNIA 91105; PORTLAND, OREGON 97205

APPENDIX C

PUPIL ACHIEVEMENT STUDY

A Condensed Abstract of

Advantages for the Elementary Retardates of and Approach Emphasizing Multi-Exposure to Extra Curricular Subjects and Experiences for Accelerated Learning

By

Thurnace York
Curriculum Resource Specialist
Demonstration Center for the Mentally Retarded
1515 South Park Avenue
Buffalo, New York

June 1, 1968

THE SIGNIFICANCE OF THE STUDY

It has long been recognized that traditional methods of education do not effectively serve the interests or needs of the mentally retarded child. Mental retardation, by definition, implies that intellectual growth is at a slower rate than normal. General research shows the average achievement increase during a ten month study exposure for the mentally retarded is 3.3 months. A normal child should achieve one month for each month spent in school. Since the traditional classroom is structured to meet the needs of the average or above average pupil, inevitably the retarded learner falls farther and farther behind, compounding his failures, adding frustrations, and falling prey to all the personality maladjustments that can follow.

The significance of this study rests in whatever evidence it will provide that a better way has been found to meet the retardates' need. If it can be demonstrated that by means of specialized services and a multi-exposure to extra-curricular subjects and experiences for accelerated learning, the pupil actually does achieve rehabilitation to a point of independent or semi-independent living, then it will be possible to justify an outlay for the provision of such services to all mental retardates. It may even be possible to show that such a program is economically more feasible than our present recourse of failure, neglect, or institutionalization. Certainly it should not be difficult to demonstrate that such a program is more socially desirable and morally defensible.

Just as importantly the study should assist the Buffalo Demonstration Center for the Mentally Retarded in adjusting its methods, premises, procedures, in a continuing effort to crystalize exceptional educational concepts into working realities.

RATIONALE FOR STUDY

The objectives of education for the mentally retarded do not differ in kind from those advocated for children in general education. The difference lies in the degree of emphasis. There is less concentration of effort upon rigid academic achievement, and an increased emphasis upon the development of an adequate personality in occupational and social-living areas. The needs of these children are the same as the needs for all children: love, a sense of belonging, a sense of worth, a chance to express himself, an opportunity to realize his capacities.

There is little exact knowledge about the way in which mentally retarded children learn, and there is a lack of appropriate and special methodology pertaining directly to them. However, much has been discovered through experience and research in many areas to offer direction to the educator's effort to assist the mental retardate to a better development of his potential.

The Buffalo Demonstration Center for the Mentally Retarded has the added dimension of being an actual school for retardates where exploratory education and research are taking place in its own setting, well-equipped, with specially trained teachers, a multi-exposure of specialized services, and a concentration of instructional aids and resources to provide the greatest possible guarantee that pupils will be assisted to maximum learning.

DEFINITION OF TERMS

1. Mentally Retarded: One who is handicapped, educationally and socially, because of low intelligence to the degree that he requires special educational facilities to realize his potential.

2. Educable: Those retarded children whose I. Q. ranges between 50 and 75, who may be taught functional academics.

3. Trainable: Those retarded children whose I. Q. ranges between 30 and 50; who may be taught only rudimentary school work, but can become partially self-sustaining through special training.

4. Intermediate: Those educable retardates who fall within the age range of 9 to 11 years old for educational training purposes.

5. Extra-Curricular: Includes subjects being taught under guidance of a specialist: Art, Audio-visual Materials, Speech, Remedial Reading, Music, Home Economics, Physical Education, Outdoor Field Experiences (camping, sensorial experiences.)

6. Multi-Exposure: Exposure to all the extra-curricular subjects plus the regular academic classroom subjects such as reading, arithmetic, writing, social studies, health and social development.

7. E. S. E. A. Elementary and Secondary Education Act of Congress

(Federal Aid to Education)

THE HYPOTHESES

1. It is expected that achievement data will show progress for all pupils participating in the Demonstration Center program. This result is anticipated because of the basic operating philosophy that pupils must be exposed to multi-learning experiences until desired learning occurs. Room for failure is not provided in the program.

2. It is expected that pupils will show an accelerated pace in learning, beyond that generally experienced by members of the control group. This result is anticipated because of the pupils' richer exposure to multi-learning experiences, specialized services, and instructional aids.

3. It is expected that the usual variations in individual pupil growth and achievement will be demonstrated, as occurs in all groups due to individual differences.

4. The "Regression Effect Method," a most recent technique to ascertain gains and losses, will be used. We have no measure instrument for "chance" improvement.

THE SPECIFIC RESEARCH PROBLEM

The Need for the Specific Study:

So far as this writer has been able to discover, the Buffalo Demonstration Center for the Mentally Retarded is the only program of its kind with a scope which includes:

1. A teacher education program,
2. A complete school for educable and trainable retardates,
3. A full supplement of specialized services to the pupil,
4. An extensive resource library of materials and equipment representing the most up-to-date methodology and instructional equipment available.

Since the Demonstration Center is somewhat unique in these respects, existing studies and investigations cannot provide adequate evidence of pupil achievement potential thought to be possible in a learning situation such as the Center affords. It therefore becomes desirable, particularly after a second year of operation, to begin specific studies which will measure and evaluate pupil growth and begin to yield a general picture of gains, if any, being made at the Demonstration Center in the area of M. R. education.

The Specific Problem:

The problem of the investigation is to seek answers for these questions:

1. Is it being borne out that the original assumption underlying the creation of the Demonstration Center is valid? (i.e., that educable and trainable mentally retarded pupils will substantially profit from a program of instruction which includes:

   a. a special setting structured specifically to retardates,
   b. teachers who have demonstrated competency in the instruction of retardates,
   c. exposure to a full range of specialized services thought to be necessary for their maximum development,
   d. use of the latest learning devices, equipment, and materials,
   e. a wide range of learning and extra-curricular experiences.

2. Can it be demonstrated by pupil achievement data currently available that pupils enjoying the multi-exposure instructional program at the Demonstration Center, are, in fact, achieving learning development superior to and more accelerated than pupils learning in less favored circumstances?

3. Can this progress, if any, be traced to a viable classroom instructional program amplified by the availability and use of specialized services and instructional aides?

Delimitations:

In order to narrow the investigation to a managable size, and due to the fact that only a partial collection of data is available at this time, the following limitations will be imposed upon the study:

1. The investigation will seek to report the effects of multi-exposure experiences on the total achievement in reading and arithmetic skills for those intermediate and junior high students who have been at the Center for one year and who had no previous multi-exposure to extra curricular activities and experiences. The ages range from 11-1 to 13-8 years; I. Q.'s from 61 to 74; and M. A.'s from 7.0 to 9.3 years.

2. The social aspect cannot be studied at this time for lack of completed evaluation which will not come until the end of the school year in June.

3. The study will not extend into other areas of concern at the Demonstration Center (i.e., teacher education, in-service training).

4. A more complete collection of data and scores will have to await a far more extensive program of detailed evaluation planned for the third year's operation, at which time control classes for all three levels at the Demonstration Center will be established, a battery of tests will be given both the control and experimental classes three times during the year, and results tabulated more completely than can be accomplished at this time.

METHODOLOGY

Subjects:

Subjects were eleven elementary educable intermediate and junior high mentally retarded students who range in age from 11-1 to 13-8 years of age as of May 30, 1968. Seven of the subjects were boys, four were girls. Six of the subjects are junior high students and five are on the intermediate level. All eleven students were at the Demonstration Center for the Mentally Retarded for eight months and received equal multi-exposure to extra-curricular experiences. In addition to the specifications for age and intelligence, requirements for this group were that:

1. The group must be of similar background academically and socially,

2. They should have equal time for classroom experience,

3. They should not have had previous exposure on the level offered through the Demonstration Center,

4. They should have been tested in September, 1967, by the same measuring instrument for achievement as the one used on May 16, 1968,

5. They should be able to understand the task and follow instructions.

The median age of the group was C. A. 12-10, with an M. A. of 8-1. The median reading and arithmetic grades for the group was 2.3 and 2.35, respectively on September 1, 1967.

Tests and Apparatus:

Three generalized evaluations and one standardized test were employed in testing the hypotheses. The three evaluation forms were these:

1. An evaluation completed by Visiting Teachers as they visited the Demonstration Center for four days and observed students at work,

2. A parent evaluation of the child in relationship to the effectiveness of the training at the Demonstration Center,

3. The classroom teacher evaluation made twice a year. The final evaluation of these two is not available at this time since it will not be completed until June 21, 1968.

The standardized test was administered in the form of the Metropolitan Achievement Tests (Form A) Primary I and II Batteries. The test measures achievement related to reading and arithmetic.

Procedure:

All sections of the test were administered to each student. The regular teachers served as the examiner of the experimental group. Each student was familiarized with the procedure of the test and instructed to follow the examiner. All directions for the examiner to read to the students are written. At no time was any help given to a specific question.

Data:

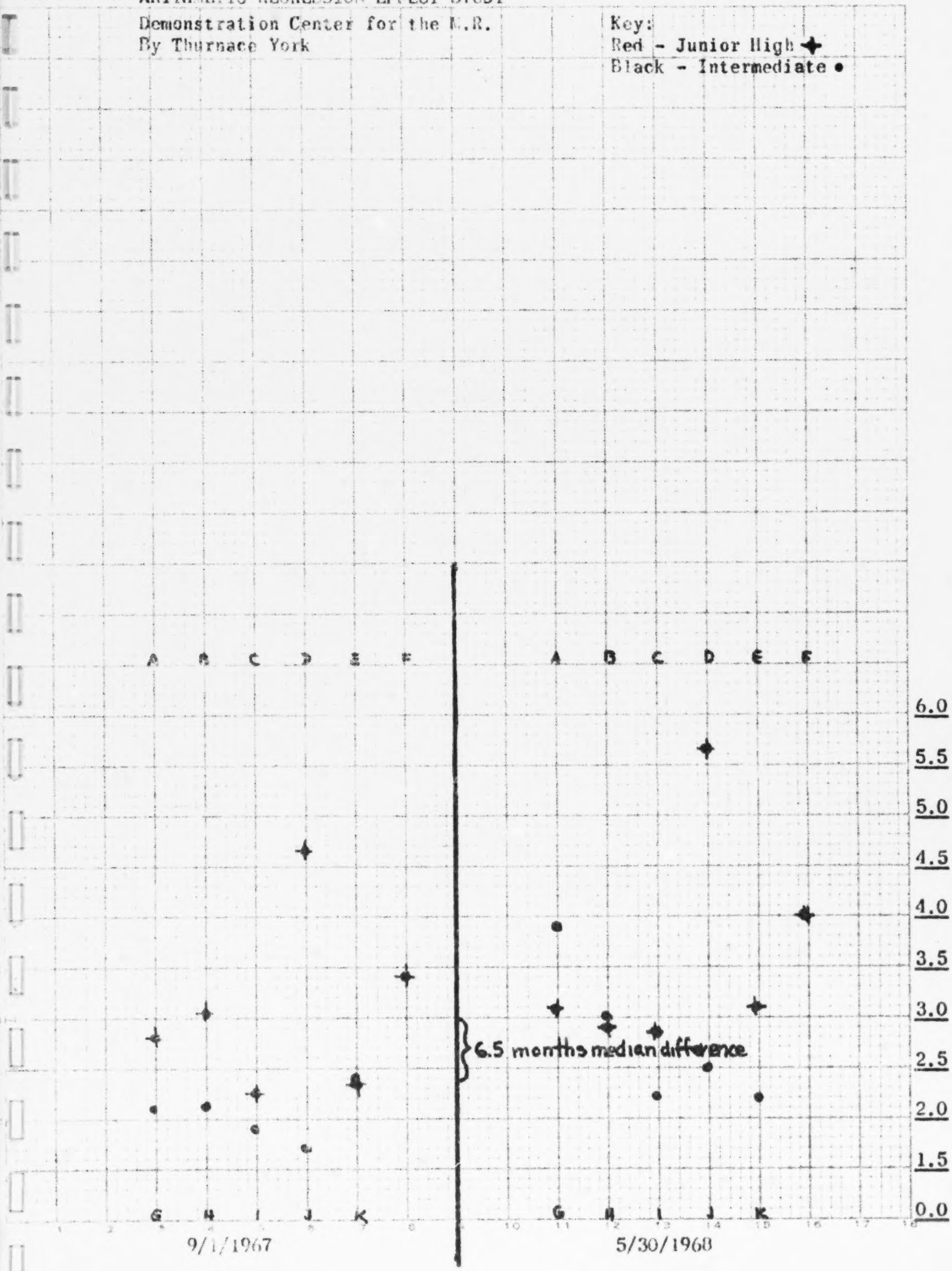
From the Metropolitan Test, Table 1 scores were collected and interpreted into grade equivalents, stanine, percentile and standard scores. For this study the grade equivalents have been correlated. The same test was given eight months earlier. Results can be studied from the following charts.

ARITHMETIC REGRESSION EFFECT STUDY

Demonstration Center for the E.R.
By Thurnace York

Key:
Red - Junior High ✦
Black - Intermediate •

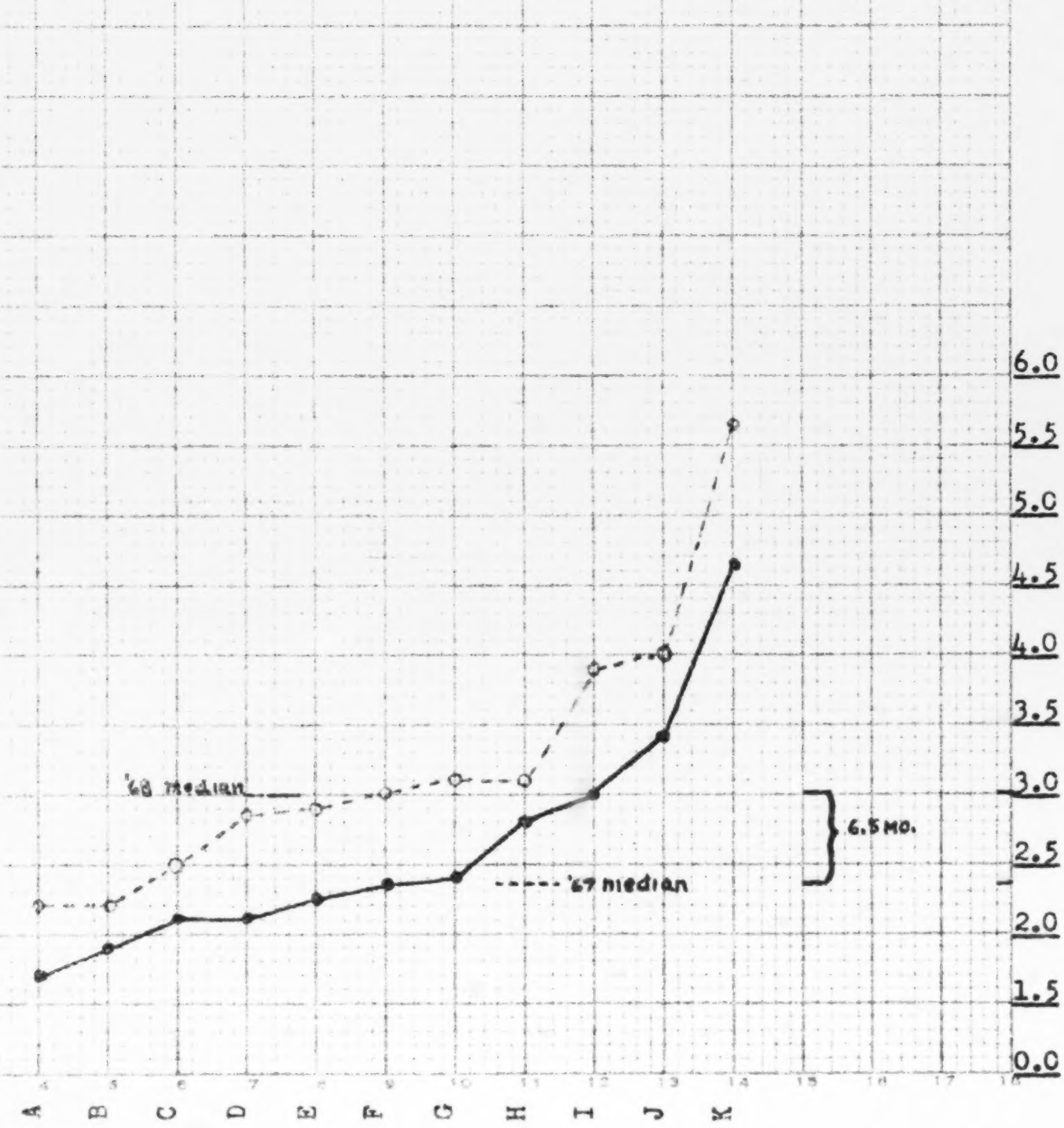
Grade Equiv.



Demonstration Center for the M.R.
Buffalo Public Schools
By Thurnace York

Mathematics Comparison

Key: 1967 Black_____
1968 Red _____



READING REGRESSION EFFECT STUDY
Demonstration Center for E.R.
By Thurnace York

Key:
Red - Junior High +
Black - Intermediate •

Grade Equiv.

3.9
3.8
3.7
3.6
3.5
3.4
3.3
3.2
3.1
3.0
2.9
2.8
2.7
2.6
2.5
2.4
2.3
2.2
2.1
2.0
1.9
1.8
1.7
1.6
1.5

6 months median difference

9/1/1967

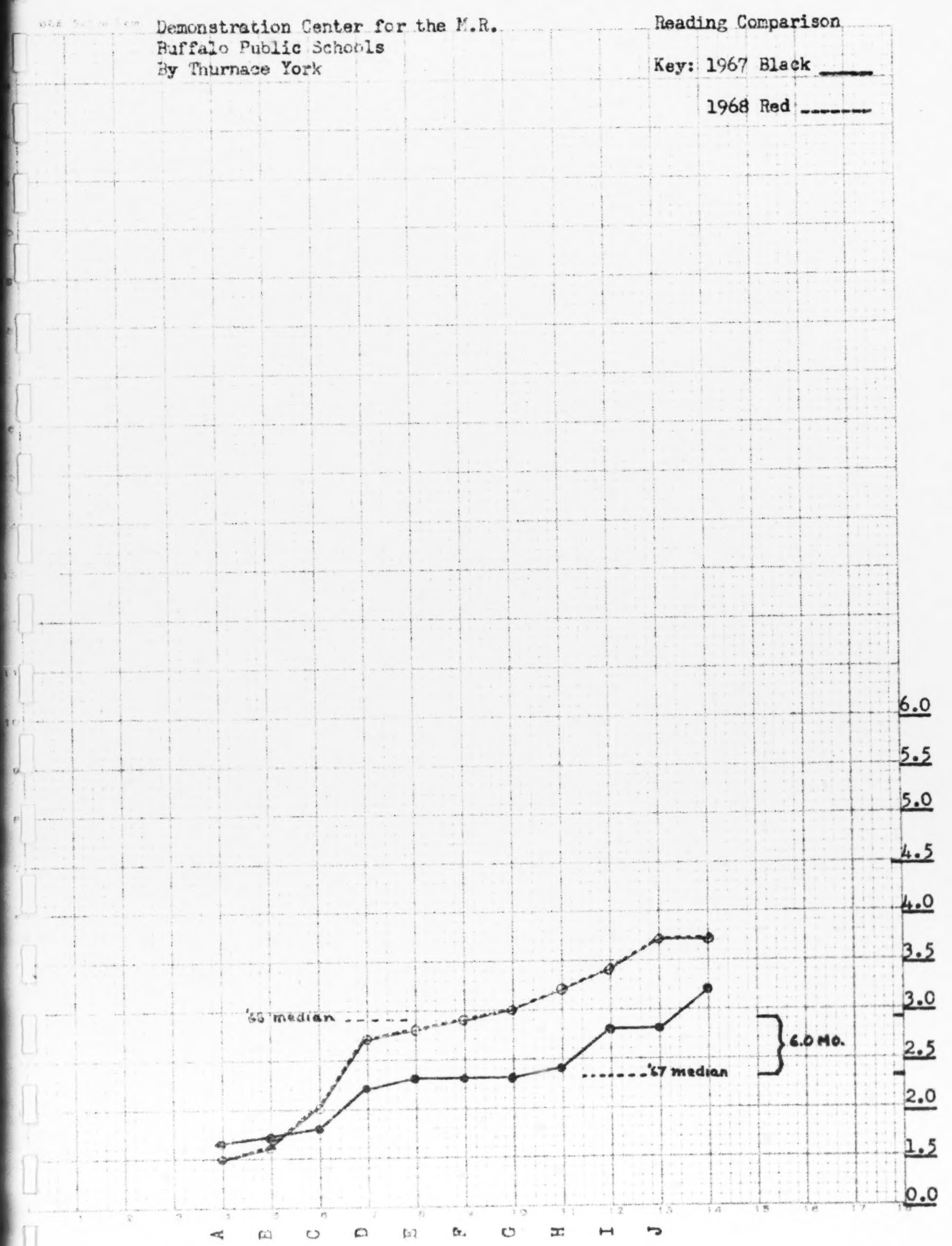
5/30/1968

Demonstration Center for the M.R.
Buffalo Public Schools
By Thurnace York

Reading Comparison

Key: 1967 Black _____

1968 Red -------



RESULTS

The following observations seem pertinent in viewing the resulting data from the Metropolitan Achievement Test.

1. It was observed that all subjects making up the group of 11 fell within a good educable educational I.Q. range of 61 to 74, a spread of 13 points with a median I.Q. being 68. The M.A. range was 7-0 to 9-3 with a median of 8-1. The C.A. range was 11-1 to 13-8 with a median of 12-10.

2. The age range did not seem to appear significant at any time.

3. The original expectation of accelerated growth in the group seems to be borne out. The national average of expected growth for mentally retarded children is 3.3. months for a 10 month study period: one third that of a normal child. In 8 months, the Demonstration Center group achieved a median of 6 months gain in reading and a gain of 6.5 months in arithmetic, almost twice as much as the national expectation. The group grade equivalents were based upon the standard scores from the Metropolitan Achievement Tests.

4. Four individuals in the group achieved up to 7, 9 and 12 months in reading which represents from 1 to 6 months higher than the median of 6 months set by the group (see charts).

5. Four individuals in the group achieved up to 7.5, 8, 9 and 18 months in arithmetic which represents from 1.5 to 12 months higher than the median 6.5 months set by the group (see charts).

6. The original expectation that all pupils would achieve some measurable advancement has not been borne out in the two academic areas tested here, with three subjects showing regression being the exceptions.

7. Findings in the area of arithmetic are generally comparable to those found in reading with two exceptions.

8. The reading scores do not show dramatically the foundation remediation that was necessary this year, but they do show the need for future application of the general reading skills.

9. The original expectation that individual pupils would vary in their performances was borne out.

10. It was observed that most of the subjects fell in the second grade level.

11. The group, when compared to the test data from the same test administered 8 months earlier, showed an increase in achievements in all areas. This same achievement appears for those class members who had been at the Demonstration Center for their second year.

CONCLUSIONS: In spite of the fact that the original expectations do not appear at this point to have been totally borne out, ample evidence exists to indicate that the multi-exposure to extra-curricular experiences is resulting in a positive and significant degree of achievement for subjects being trained at the Demonstration Center for the Mentally Retarded.

APPENDIX O

PARENT EVALUATION

PARENT EVALUATION

Parents were recently sent a simple form (see accompaning yellow form) asking them to evaluate skills learned at the Center and which were noticeable at home. Parents evaluated all areas of attention given by the school.

The following percentages show what the parents evaluated through observation.

MATHEMATICS:

80% observed improvement in counting, reading numbers and writing numbers at home

46% stated more children used numbers to solve problems

SOCIAL SCIENCES:

56% said the child had a better understanding and appreciation of community life

50% saw an increased interest in learning facts related to things like history, science, etc.

70% said child has learned ways of gathering new facts

60% observed the child reusing facts that were learned

LANGUAGE:

66% checked that the child listens more attentively to others

70% noticed that their child learned to express ideas more clearly

50% observed that the child corrects himself to improve his language.

READING:

63% said their child reads more words

33% said that the child has a better understanding of what he reads

53% observed their child reading more at home

63% said the child showed more interest in books and magazines

PENMANSHIP:

76% observed that their child's writing has improved

43% said that their child can express his ideas more clearly

BEHAVIOR:

63% noticed that their child is more aware of personal behavior

63% observed child tries to get along better with others

70% said that the child assumed more responsibilities at home

66% remarked that the child talks about liking school

PHYSICAL EXERCISE:

76% noticed that the child takes part in physical activities with other children

ART:

70% observed the child appreciates and notices more color; shapes in surroundings

HEALTH:

76% said the child likes to eat breakfast

76% observed that the child's health and safety habits have improved

EXTRA PARENT INTEREST:

30% would like more parent-teacher-school activities

26% would like materials about children with special needs

Some typical comments from parents are given below:

1. "I think this program is helping my child a lot."

2. "I have noticed quite a change in her school work since she has been attending the Demonstration Center. Her school work is much better than it was when she was attending the other school."

3. "J---- has improved very much in his school work while attending the Center. He has improved the most in math. He has enjoyed the field trips and the cooking lessons. His father and I are very pleased with his progress and very grateful that he has this method of learning."

4. "Since he has been there he is more interested in everything and he seems to be much brighter and speaks right up. I think you have helped him 100%. He is much kinder to his brother and sisters and always attentive to me. This has been a good thing for him and I am glad he was given the opportunity to be in this class."

5. "She has advanced so much since she started there and also seems more interested in school."

6. "I have noticed quite a change in A---'s school work since he has been attending the Demonstration School. His school work is much better than it was at the other school. He gets better grades on his report card now."

7. "D--- has been helped more the last two years than all of his other school years."

8. "E--- is improving somewhat better in many ways."

9. "My daughter, D----, should have homework every night in any subject. She does not read well or follow to understand what she has already read. She says she likes her school and the children in her class and her teacher. She's nervous with strangers or anyone she does not know. She's very good at home and is more often the first to help her mother or baby brother if they need help in the home."

10. "I like this program very much because it is helping my child a lot."

DEMONSTRATION CENTER
School 28
1515 South Park Ave.
Buffalo 20, N. Y.

March 25, 1968

Dear Parents:

Your child is a participant in one of the few Demonstration Centers for the training of teachers of the mentally retarded on the URBAN level in the United States. The program is in its second year of operation using the latest innovations to assist the learning process.

If you had been one of the near eight hundred persons visiting the "Center" you would have seen classes using the most recently published materials, visual and audio equipment, closed-circuit television system (the only one on the elementary level), video tapes that capture school activities, the resource library which has the largest collection of materials for special students and a host of other exciting things to increase the students' skills, experiences and responses. There have been fifteen part and full-time staff members involved in assisting your child in the learning process.

There is a two-fold purpose in sending this letter. Firstly, if you have not visited the "Center" we hope you will arrange to come, sit in your child's class, have a conference with the teacher and look at the facilities available. Secondly, we would like your ideas on the influence made and assistance given by the Demonstration Center to your child.

Please complete the enclosed form and return it to the school to help us make an evaluation of the program.

When you plan to visit the "Center", please call Mr. York for an appointment at 823-2668. We shall look forward to seeing you.

Sincerely yours,

John Paupst

John Paupst Jr.
Project Administrator

JP/dd
Enc.

DEMONSTRATION CENTER
School 28
1515 South Park Ave.
Buffalo 20, N. Y.

Key: Numbers in boxes show responses of parents to items listed. Of the 55 forms sent, 30 have been returned as of 5/19/68.

PARENT EVALUATION OF CHILD

Please check the particular box below with an "X" if you have noticed an improvement in your child since attending the Demonstration Center. Check only the ones that best say what your child is doing in the following areas:

MATHEMATICS:

- ☐ Counts, reads numbers and writes numbers at home.
- ☐ Uses more numbers to solve problems.

SOCIAL SCIENCES:

- ☐ Better understanding and appreciation of community life.
- ☐ Has an increased interest in learning facts related to things like history, science, etc.
- ☐ Has learned ways of gathering new facts.
- ☐ Has been heard to reuse facts that were learned.

LANGUAGE:

- ☐ Listens more attentively to others.
- ☐ Has learned to express ideas more clearly.
- ☐ Corrects himself to improve his language.

READING:

- ☐ Reads more words
- ☐ Understands what is read more.
- ☐ Reads at home more.
- ☐ More interest in books and magazines.

PENMANSHIP:

- ☐ Can read his writing better.
- ☐ Expresses his ideas clearly.

- See reverse side

BEHAVIOR:

- ☐ Child is more aware of personal behavior.
- ☐ Tries to get along better with others.
- ☐ Takes more responsibilities at home.
- ☐ Talks about liking school.

PHYSICAL EXERCISE:

- ☐ Takes part in physical activities with other children.

ART:

- ☐ Appreciates and notices more color; shapes in surroundings.

HEALTH:

- ☐ Likes to eat breakfast.
- ☐ Improved personal health and safety habits.

EXTRA PARENT INTEREST:

- ☐ Would like more parent-teacher-school activities.
- ☐ Would like materials about children with special needs.

COMMENTS: